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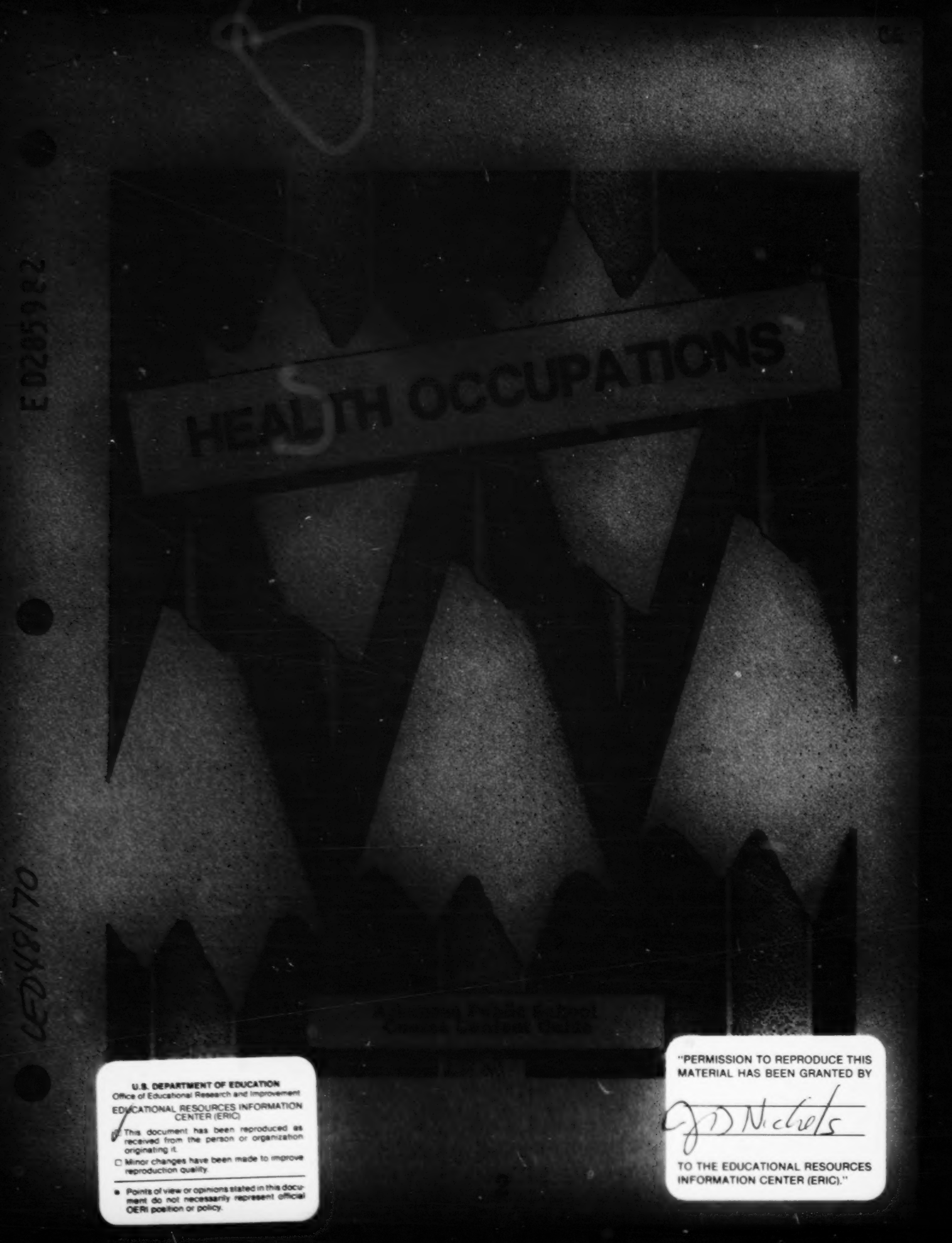

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance testing program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, language arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

Exploratory

Basic Skills

Medical Terms and Abbreviations

1. Recognize commonly used roots, prefixes and suffixes.
2. Select specific medical terms from a list of definitions.
3. Identify commonly used medical abbreviations.
4. Reproduce medical symbols.
5. Build names of medical specialties using roots, prefixes and suffixes.
6. Monitor and record the four vital signs.

Asepsis

1. Define the following words: asepsis, sterilization, antisepsis, disinfection and isolation.
2. Develop hand washing techniques.
3. Open sterile packages without contaminating the contents.
4. Don sterile gloves without contaminating the contents.

Organization and General Plan of the Body

1. Identify terms relating to body structure and organization.
2. Recognize organizational units of the body.
3. List and locate the five body cavities.
4. List the systems of the body.
5. Identify the indicated parts for body directions on the diagram of the human body, lateral view.
6. Identify the indicated parts for body directions on the diagram of the human body, posterior view.
7. Identify the indicated parts for directions on the diagram of the human body, side view.

Health Care Careers

1. List three advantages of being a health care worker.
2. Name the sixteen major health career fields.
3. Give an example of an occupation associated with each major health career field.
4. Define: diagnostic, therapeutic, environmental, equipment and general services.
5. Explain a career ladder and give an example.

Health Occupations Students of America (HOSA)

1. Recite the HOSA motto and define its meaning.
2. Recite the colors of the emblem and tell the meaning of its symbols.
3. Describe the official HOSA uniform policy.

Employability Skills

1. Complete a job application form and meet standards of neatness and accuracy.
2. Demonstrate how to handle a job interview, wearing correct dress and meeting established standards.

Safety/Body Mechanics

1. Define body mechanics.

2. List three reasons for using correct body mechanics.
3. Demonstrate six basic rules of good body mechanics.
4. Define safety and safety attitudes.
5. List nine of the twelve OSHA safety rules.

Medical Ethics

1. Match twelve vocabulary words with their correct meanings.
2. List six qualities of a health care worker.
3. Identify ten moral responsibilities of a health care worker.
4. List five responsibilities of an employee.
5. List three controls on health care workers.

Health Care Agencies and Facilities.

1. Fill in a hospital organization chart.
2. Give two reasons why organization of health care facilities is important.
3. List and define the four major services in a hospital.

Developmental Skills

Be able to demonstrate first aid procedures from a recognized source: shock bleeding and wounds, poisoning, burns, heat exposure, cold exposure, bone and joint injuries, sudden illness, dressings and bandages, cardiopulmonary resuscitation: one person rescue; two person rescue; infants and children; obstructed airway (conscious and unconscious).

Career Decisions

1. Define interests, values, and abilities.
2. Describe traditional and non-traditional work roles for males and females.
3. Identify values that she/he would associate with herself/himself.
4. Identify reasons she/he is interested in a health occupation.
5. Identify ten favorable traits that are essential to a worker in health and identify which trait she/he possesses or needs to improve.
6. Identify three sources for occupational research.

Job Specific Skills

1. Make and stain a blood smear.
2. Demonstrate proper techniques to brush and floss teeth.
3. Measure patient height and weight.
4. Make a closed bed.
5. Position a patient.
6. Collect and label a urine specimen.
7. Test urine with Clinitest and Acetest.

Mini-Shadowing

1. List employment opportunities observed in a specific health occupation.

Advanced Medical Terminology

1. Relate specific medical terms to human body systems.

Field Trips

1. Visit and report on local health care delivery systems.

Employability Skills

1. Write resume containing all necessary information and meeting standards for neatness and correctness.
2. Name three occasions when a cover letter is used.

3. Compare gross pay and net pay.
4. Calculate an accurate budget for a one month period, accounting for fixed expenses and variable expenses without exceeding the net monthly income.

Extension Skills

1. Interview a person in a health occupation to determine employment opportunities in the field.
2. Speak to career orientation class on health occupations.
3. Research careers on AEOSIS.
4. Participate in a HOSA specified skills contest.
5. Sponsor bloodmobile visit to local high school.

Course I

Basic Skills

First Aid

1. Be able to demonstrate first aid procedures from a recognized source: shock bleeding and wounds, poisoning, burns, heat exposure, cold exposure, bone and joint injuries, sudden illness, dressings and bandages, cardiopulmonary resuscitation: one person rescue; two person rescue; infants and children; obstructed airway (conscious and unconscious).

Job Specific Skills

1. Diagnostic Skills
   a. Test a urine specimen.
   b. Measure and record height and weight.
   c. Test for blood types.
2. Performance Skills
   a. Apply hot/cold applications.
   b. Position a patient.
   c. Align a patient.
   d. Operate a microscope.
   e. Stain a bacteria and/or blood film.
   f. Test urine with labstick.
   g. Discuss OSHA fire safety code.
   h. Screen for vision problems.
   i. Screen for hearing problems.
   j. Demonstrate proper technique to brush and floss teeth.

Metrics for HOE

1. Recognize and write metric terms, units, and symbols used in Health Occupations Education.
2. Recognize and write metric equivalents in Health Occupations Education.
3. Use instruments, tools and devices in health tasks in Health Occupations Education.

Medical Terminology

1. Relate specific medical terms to the human body system.

Human Relations

1. List five aspects of human relations skills.
2. Describe Kubler-Ross' five stages of death and how they relate to the different health professions.

Anatomy, Physiology and Diseases.

1. Introduction to the Structural Units
   a. Identify and discuss the life functions.
   b. Define the chemical processes which maintain life.
   c. Identify the body cavities and the organs they contain.

2. Cells, Tissues and Membranes
   a. Identify the structures of a typical cell.
   b. Define the function of each component of a typical cell.
3. Microbes and Diseases
   a. Identify common laboratory glassware.
   b. Name vital functions of living organisms.
   c. List the methods of entry of bacteria in the human body.
   d. Select from a list of factors influencing growth of micro-organisms.
   e. Match classes of micro-organisms to their correct definitions.
   f. Select from a list the diseases caused by protozoa, fungi, rickettsiae and viruses.
   g. Name the common parasitic worms which may infest the human organism.
   h. Name three causes of disease.
   i. List four factors which determine the presence of an infection.
   j. Recognize two methods of laboratory diagnosis of infectious diseases and three methods of destroying micro-organisms in the external environment.
   k. Identify non-specific resistance defense reactions.
   l. List the signs and symptoms of inflamation.
   m. Distinguish the functions of blood.
   n. List the four components of blood.
4. The Breathing Processes
   a. List and describe the functions of the respiratory system.
   b. List and describe two stages of respiration.
   c. Describe the mechanics of respiration.
   d. List and describe the organs used in breathing.
   e. Define the structures within the lungs.
   f. Describe the functions of parts of the respiratory system.
   g. Label the paranasal sinuses.
   h. Explain how breathing movements are controlled.
   i. Describe the action of the diaphragm and the ribs in breathing.
   j. Describe the common respiratory diseases caused by a virus or bacteria.
   k. Describe the respiratory disorders unrelated to infectious causes.
5. Digestion of Food.
   a. Describe the general function of the digestive system.
   b. Identify the following structures of the digestive system: oral cavity, sublingual gland, submandibular gland, Stenson's gland, parotid glands, gingivae, dediduous teeth and permanent teeth.
   c. Describe the functions of the pharynx, esophogus, stomach, gastic juice, pepsis, proteoses, peptones and rennin.
   d. Define: deglutition, mucin, bolus, peristalsis, fundus, and ptylalin.
   e. Label the parts of the stomach.
   f. Locate the large intestine and identify its major parts.
   g. Describe the functions of the large intestine.
   h. List foods which aid the function of the colon.
   i. Identify common disorders which interfere with digestion.
   j. Relate general treatment to these common disorders.
6. Elimination of Waste Materials
   a. List the organs which make up the urinary system.
   b. Identify structures of the urinary system.
   c. Describe the way the kidneys excrete wastes from the body.
   d. Describe five functions of the skin.
   e. Describe the structures found in the two skin layers.
   f. Explain how the skin serves as a channel of excretion.
   g. List the disorders of the urinary tract.
   h. Recognize the common skin disorders.

7. Human Reproduction
   a. Contrast reproduction of simple cells and more complex forms of life.
   b. Explain the process of fertilization.
   c. Identify the organs of the female reproductive system.
   d. Identify the organs of the male reproductive system.
   e. Describe the function of the reproductive organs.
   f. List the common disorders of the reproductive system.
8. Coordination of Body Functions
   a. Describe five functions of the nervous system.
   b. List the main parts of the nervous system.
   c. Draw and label a nerve cell.
   d. Identify the parts of the brain.
   e. Describe the structure of the brain and spinal cord.
   f. Relate functions to the various parts of the brain.
   g. Relate the functions of the sympathetic and parasympathetic nervous systems.
   h. Define the terms associated with a reflex action.
   i. Explain how stimulation of a sense organ results in sensation.
   j. Identify the parts of the eye and relate them to their function.
   k. List the parts of the ear and relate them to their functions.
   l. Label parts of the ear.
   m. Label parts of the eye.
   n. Recognize symptoms of some common ailments of the nervous system.
   o. Relate treatment of some common nervous system diseases.
   p. List the common ear and eye disorders and related treatment.
9. The Body Framework
   a. List four main functions of bones in the body.
   b. Identify and locate four types of bones.
   c. Name and define the main types of joints.
   d. Name the main types of joint motion.
   e. Explain the formation of bones.
   f. Describe bones with regard to composition and construction.
   g. Relate bone changes to body growth.
   h. Name the components of the two main parts of the human skeleton.
   i. Describe the functions of the main bone structures.
   j. Locate the bones in the human skeleton.
   k. Define key words that relate to this unit of study.
   l. Label the dorsal spine.
   m. Compare the female and male pelvis.
   n. Define the four types of bone fractures.
   o. Identify common bone and joint disorders.
   p. Identify common bone and joint injuries.
10. Body Movement
   a. Describe five functions of muscles.
   b. Describe each of the three muscle types.
   c. List three characteristics of muscles.
   d. Describe how pairs of muscles work together.
   e. Locate the important skeletal body muscles.
   f. Identify the common muscle disorders.
11. Transport of Food and Oxygen
   a. Describe five functions of the circulatory system.
   b. List the components of the circulatory system.
   c. Describe the two routes of blood circulation.
   d. Describe the structure of the heart.
   e. Describe the function of various parts of the heart.

f. Locate and identify various parts of the heart.
g. Trace the path of the general circulation.
h. Describe the four main functions of general circulation.
i. List the five types of blood vessels.
j. List the seven important components of the blood.
k. Describe the function of each component.
l. List and describe the disorders of the circulatory system.

Nutrition

1. Match terms associated with nutrition to their correct definitions.
2. Name reasons why good nutrition is essential.
3. Select from a list factors that influence food habits.
4. Name the two kinds of metabolism.
5. Name the basic nutrients.
6. Name the four basic food groups and the suggested servings of each.
7. Classify the primary causes of nutritional deficiency.
8. Match terms associated with nutritional deficiency to their correct definitions.
9. Classify vitamins according to solubility.
10. Name the approximate number of calories in one gram of selected nutrients.
11. Match selected nutrients to the correct percentage needed in daily diet.
12. List factors that affect energy requirements.
13. Classify common types of poisoning by foods.
14. Classify illnesses transmitted through foods by animals, food handlers and shoppers, and improper preparation or storage of food.
15. Classify characteristics of the five standard diets.
16. Match ways of administering fluids to patients to their correct definitions.
17. Write an essay on a current news item about nutrition.
18. Make a food poster.

Medications

1. Match specific medications given for diagnosed disorders.

Job Specific Skills

1. Demonstrate individualized job specific skills which relate to student's particular field of interest.

Advanced Microbes and Disease

1. Conduct a laboratory experiment in growing microbes.
2. Prepare charts illustrating positive and negative aspects of bacteria, molds, fungi, etc.
3. Visit an immunization clinic and discuss observations.

Developmental Skills

1. Match specific medications and disorders as they pertain to human body systems.
2. Hold and participate in a Health Fair.
3. Attend and participate in HOSA state and national contests.
4. Observe role play parliamentary procedure as specified in HOSA unit.
5. Sponsor American Red Cross Bloodmobile blood drive at your school.
6. Attend field trips to health related places of interest such as CARTI or Medical Center.
7. Write an essay on a current news item about nutrition.
8. Make a food poster.

Course II

Basic Skills

Human Relations

1. Demonstate human relations skills.
2. Describe Kubler-Ross' five stages of death and how they relate to the different health professions.

Anatomy, Physiology and Diseases

1. Introduction to the Structural Units
   a. Identify and discuss the life functions.
   b. Define the chemical processes which maintain life.
   c. Identify the body cavities and the organs they contain.
2. Cells, Tissues and Membranes
   a. Identify the structure of a typical cell.
   b. Define the function of each component of a typical cell.
3. Microbes and Diseases
   a. Identify common laboratory glassware.
   b. Name vital functions of living organisms.
   c. List the methods of entry of bacteria into the human body.
   d. Select from a list of factors influencing growth of micro-organisms.
   e. Match classes of micro-organisms to their correct definitions.
   f. Select from a list the diseases caused by protozoa, fungi, rickettsiae and ciruses.
   g. Name three causes of disease.
   h. List four factors which determine the presence of an infection.
   i. List the signs and symptoms of inflammation.
4. The Breathing Processes
   a. List and describe the functions of the respiratory system.
   b. List and describe two stages of respiration.
   c. Describe the mechanics of respiration.
   d. List and describe the organs used in breathing.
   e. Define the structures within lungs.
   f. Describe the functions of parts of the respiratory system.
   g. Describe the common respiratory diseases caused by a virus or bacteria.
   h. Describe the respiratory disorders unrelated to infectious causes.
5. Digestion of Food
   a. Describe the general function of the digestive system.
   b. Identify the following structures of the digestive system: oral cavity, sublingual gland, submandibular gland, Stenson's gland, parotid glands, gingivae, deciduous teeth and permanent teeth.
   c. Describe the functions of the pharynx, esophagus, stomach, gastric juice, pepsis, proteoses, peptones and rennin.
   d. Define: deglutition, mucin, bolus, peristalsis, fundus and ptyalin.
   e. Label the parts of the stomach.
   f. Identify common disorders which interfere with digestion.
6. Elimination of Waste Materials
   a. List the organs which make up the urinary system.

b. Identify structures of the urinary system.
c. Describe the way the kidneys excrete wastes from the body.
d. Describe five functions of the skin.
e. Describe the structures found in the two skin layers.
f. Describe how the skin serves as a channel of excretion.
g. List the disorders of the urinary tract.

7. Human Reproduction
   a. Identify the organs of the female reproductive system.
   b. Identify the organs of the male reproductive system.
   c. Describe the functions of the reproductive organs.
   d. List the common disorders of the reproductive system.
8. Coordination of Body Functions
   a. Describe five functions of the nervous system.
   b. List the main parts of the nervous system.
   c. Draw and label a nerve cell.
   d. Identify the parts of the brain.
   e. Describe the structure of the brain and spinal cord.
   f. Identify the parts of the eye and relate them to their function.
   g. List the parts of the ear and relate them to their function.
   h. Label the parts of the ear.
   i. Label the parts of the eye.
   j. List the common ear and eye disorders and related treatment.
9. The Body Framework
   a. List four main functions of bones in the body.
   b. Identify and locate four types of bones.
   c. Name and define the main types of joints.
   d. Name the main types of joint motion.
   e. Describe the formation of bones.
   f. Name the components of the two main parts of the human skeleton.
   g. Locate the bones in the human skeleton.
   h. Label the dorsal spine.
   i. Compare the female and male pelvis.
   j. Define four types of bone fractures.
   k. Identify common bone and joint disorders.
   l. Identify common bone and joint injuries.
10. Body Movement
    a. Describe five functions of muscles.
    b. Describe each of the three muscle types.
    c. Locate the important skeletal body muscles.
    d. Identify the common muscle disorders.
11. Transport of Food and Oxygen
    a. Describe five functions of the circulatory system.
    b. List the components of the circulatory system.
    c. Describe the structure of the heart.
    d. Locate and identify various parts of the heart.
    e. List the five types of blood vessels.
    f. List the seven important components of the blood.
    g. List and describe the disorders of the circulatory system.

Nutrition

1. Match terms associated with nutrition to their correct definitions.
2. Name four reasons why good nutrition is essential.
3. Select from a list factors that influence food habits.
4. Name the two kinds of metabolism.

5. Name the basic nutrients.
6. Name the four basic food groups and the suggested servings of each.
7. Classify the primary causes of nutritional deficiency.
8. Match terms associated with nutritional deficiency.
9. List factors that effect energy requirements.
10. Classify common types of poisoning by foods.
11. Match ways of administering fluids to patients to their correct definitions.

Developmental Skills

Advanced Medical Terminology

1. Relate specific medical terms to health occupations of interest on job station, shadowing station or lab station.

Job Specific Skills

1. Demonstrate individualized job specific skills which relate to student's particular field of interest.

Extension Skills

1. Invite a great speaker as a resource person to discuss relative material to specific systems.
2. Participate in HOSA contests on the state and national levels.
3. Take leadership roles on the local, state and national levels.
4. Participate in local HOSA activities.
5. Participate in group discussion after a visit to a health care delivery system such as CARTI or AR Medical Center.
6. Observe a medical education institution on an "open house" day.
7. Make videotapes of students role playing a job interview.
8. Practice the use of ambulance devices.
9. Tour specified areas of interest at a hospital and compile a report.
10. Make up a game on a specific body system.
11. Draw a heart on a large piece of plastic so students can "walk through" the flow of the blood through the heart and lungs.